



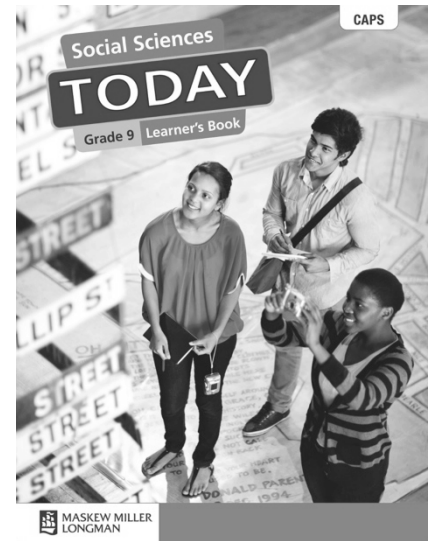
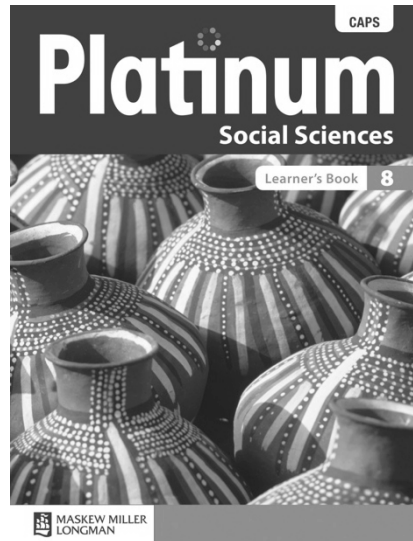
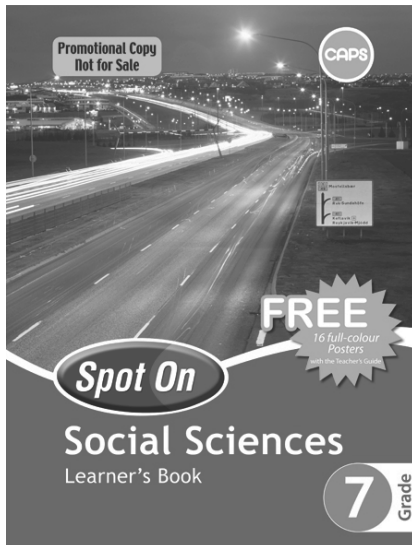
MASKEW MILLER  
LONGMAN

Heinemann  
*The Teacher's Choice*

# Teacher Development Workshop

## Senior Phase

## Social Sciences



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## INTRODUCTION TO CAPS

This section is an introductory section to the Senior Phase CAPS. Use your **Survival Guide to the Senior Phase CAPS** as a resource.

### **Activity A:**

#### **Topics to be covered:**

- Generic CAPS information
- Assessment
- Generic planning

#### **Instructions:**

- Participants should complete this activity in groups of 3.
- Use the ***Survival Guide to the Senior Phase CAPS*** as a resource to look up the answers.
- Read the statement / question and discuss the answer in your group.
- Write down the answer in the space that has been left for discussion notes.

The questions have been developed to stimulate discussion. The facilitator will discuss the questions at the end and clarify any uncertainties.

#### **Answer and Discussion Notes**

1. What does CAPS stand for?	
2. <i>CAPS is not a new curriculum.</i>  State whether the above statement is true or false.	
3. <i>The Senior Phase CAPS will be implemented in 2014.</i>  State whether the above statement is true or false.	

<p>4. <i>There are no more Learning Areas in the Senior Phase.</i></p> <p>State whether the above statement is true or false.</p>	
<p>5. <i>The number of subjects in Senior Phase has decreased.</i></p> <p>State whether the above statement is true or false.</p>	
<p>6. <i>The number of assessments in the Senior Phase has increased.</i></p> <p>State whether the above statement is true or false.</p>	
<p>7. Which changes in the Senior Phase will have the greatest impact on planning?</p> <p>Hint: Look at the time allocation in the Survival Guide.</p>	

## SOCIAL SCIENCES INTRODUCTION TO CAPS

This section of the workshop focuses on Social Sciences Grades 7-9. It provides a taste of what to expect in the Spot on, Platinum and Today Social Sciences textbooks and how they support teaching CAPS.

### **Activity B: Social Sciences textbooks**

#### **Topics to be covered:**

- Generic CAPS information
- Criteria for choosing a textbook
- Timetabling and planning in Social Sciences
- Assessment in Social Sciences

#### **Instructions:**

- Study the list provided. The list consists of 9 criteria that are considered important to most teachers when choosing a textbook.
- Rank the importance of the criteria by placing numbers 1 to 9 in the spaces provided.

	Ranking
Sequencing of content according to the CAPS	
Relevant and up to date content	
Specific tasks required for Programme of Assessment e.g. tests, projects etc.	
Annual teaching plan according to the CAPS with term by term overview	
Teacher's Guide which provides guidance and answers for Programme of Assessment	
Variety of revision activities	
Diagrams and pictures to explain content	
Remedial activities to support those learners that may need extra support	
Extension activities to support those learners that need expanded opportunities	

## **Activity C: Social Sciences Senior Phase (Grade 7) Geography**

This activity is taken from a Grade 7 Geography topic in Social Sciences. These examples are from Spot on Social Sciences Grade 7, Platinum Social Sciences Grade 7 and Social Sciences Today Grade 7.

### **Topics to be covered:**

- Grade 7 Geography map skills
- Completion of tasks

### **Instructions:**

- Participants should complete this activity in pairs.
- Study the extracts taken from Spot on Social Sciences Grade 7, Platinum Social Sciences Grade 7 and Social Sciences Today Grade 7.
- Answer the questions that follow.

### **Questions:**

1. How can you ensure that every learner completes the task and learns the appropriate skills?
2. Which Geography Social Sciences topic do these activities cover?

### ***Annual Teaching Plan Grade 7 Geography***

<b>Term</b>	<b>Grade 7</b>
1	Map skills (focus: Local maps)
2	Earthquakes, volcanoes and floods
3	Population growth and change (focus: World)
4	Natural resources and conservation in South Africa

## Unit 2: Different scales for different maps – small and large scale maps

Maps come in different shapes and sizes. Some maps are large and cover a very small area. Other maps are small and cover a very large area. The map scale tells you how much of Earth's surface a particular map shows. The map of the world below is the same size as the map of the Eastern Cape on page 14. But the map below shows the whole world.

The map of the world is a small scale map. The street map of Cape Town on page 5 is a large scale map. Large scale maps show much more detail than small scale maps.

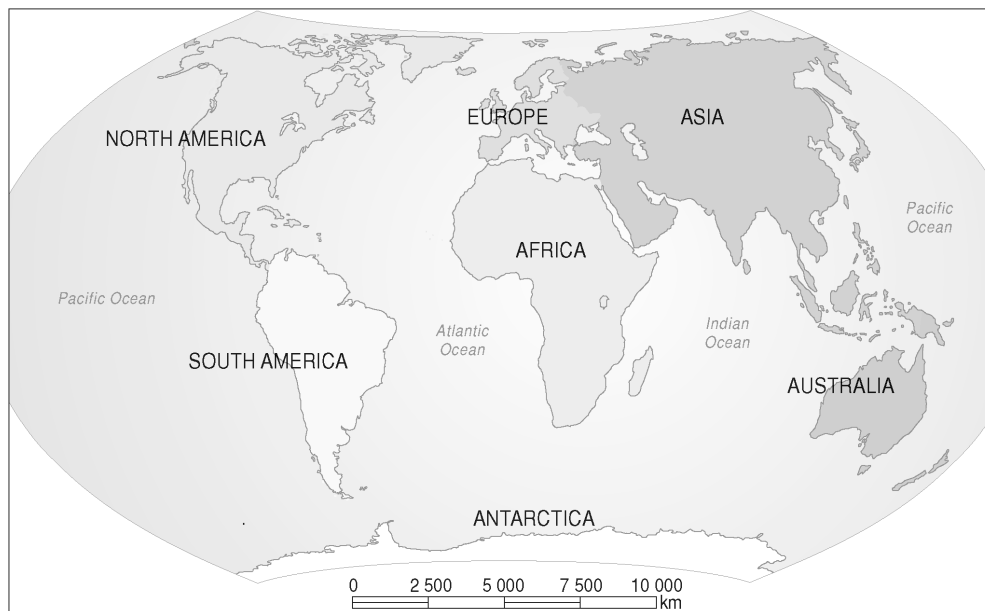


Figure 3: World map

### ACTIVITY 2 Compare map scales

1. Write out the scale of the world map in words.
2. Write out the scale of the map of Cape Town on page 5 in words.
3. Compare the maps on this page as well as the maps on pages 5 and 14. Decide which of these statements are true. Write out only the true statements in your exercise book.
  - a. The world map is a large scale map.
  - b. The map of the world shows the smallest area.
  - c. The map of Cape Town shows the smallest area.
  - d. The map of the Eastern Cape shows the largest area.
  - e. The map of Cape Town is a large scale map.

## Calculating distances on maps

Some maps in tourist road guides do not give a scale but indicate the distances between places on the map. For example on the road map in Mpumalanga, from Mashishing (B2) to Burgersfort (B1) along the road numbered R37 is 58 km.

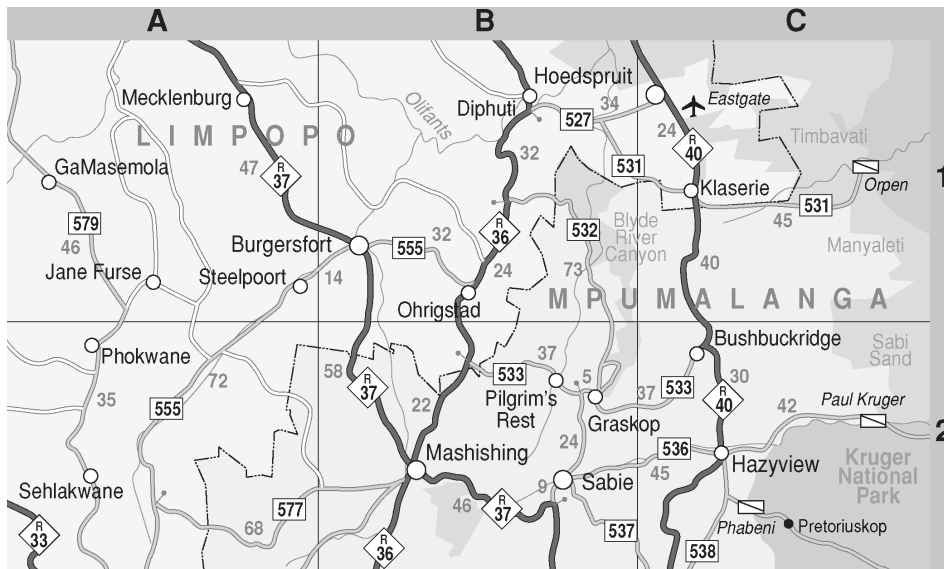


Figure 1.19: A road map of part of Mpumalanga.

Adapted from South Africa Touring Atlas

## Estimating and checking distances

Estimate the length of the N3 Freeway on the Pietermaritzburg map. Place a ruler on the freeway and turn the ruler along the freeway. From the line scale you can see it is about 1,6 km.

To check how accurate your estimate is use a piece of string or a pencil and paper and measure the exact distance, which is 1,7 km.

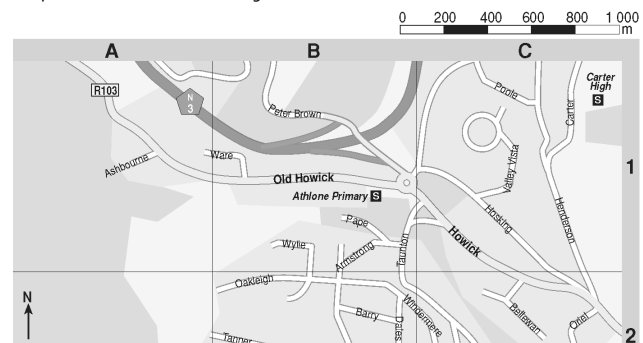


Figure 1.20: A Pietermaritzburg street map.

Adapted from  
Map Studio  
Street Guide  
Durban

### Activity 1.7 Measuring, estimating and checking distances on a map

15 minutes

1. Study the road map of part of Mpumalanga.
  - a) What is the number of the road from Mashishing to Ohrigstad (B1)? (1)
  - b) How far is it from Mashishing to Pilgrim's Rest (B2)? (1)
2. Study the map of Pietermaritzburg above.
  - a) Estimate the length of Howick Road from the traffic circle at Athlone Primary School to where it meets Henderson Road. (1)
  - b) Check your estimate by measuring accurately. (1)

[4]

Taken from Spot on Social Sciences Grade 7 (page 15)



### Stretch the string

Be careful to keep the tautness of the string the same when you lay it over the curved shape, and when you lay it along the line scale. Your measurement won't be accurate if the string is loose on one and tight on the other.

The simplest method of measuring curved distances on a map is to use a piece of cotton or string. Place it onto the curved shape that you are measuring. Mark a point on the string and hold it down at Point A. Work your way along the string from Point A to Point B. Make another mark on the string where it crosses Point B. Now lay out the string straight along the line scale. Read off the actual ground distance from the line scale.

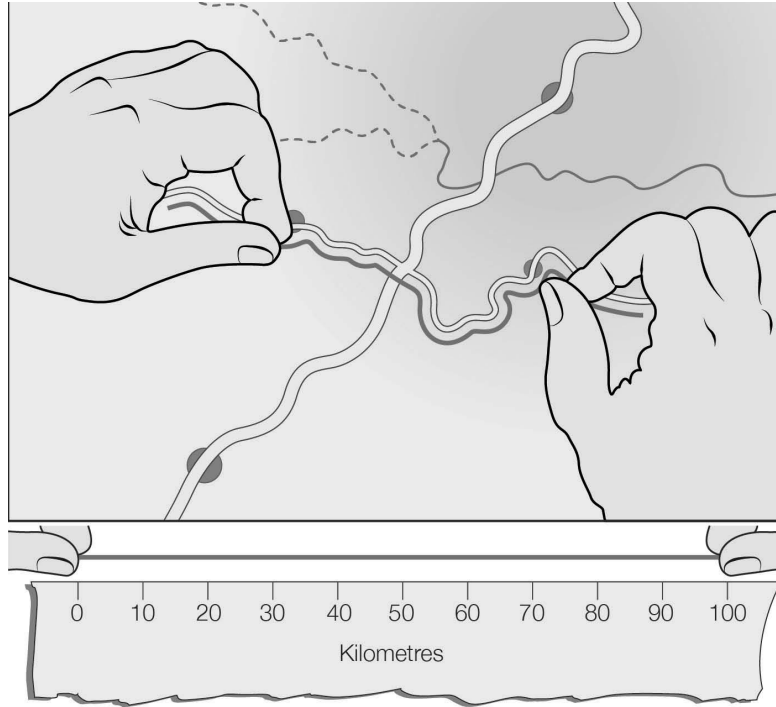


Figure 1.16 Measuring a curved distance on a street map

### Geofact

The longest river in the world is the Nile, which follows a course of 6 650 km. But the straight line distance from its source in Burundi to where it enters the Mediterranean Sea is 3 850 km.

## Activity 9 Measure indirect (curved) distances

### key word

**globe** a ball-shaped model of the Earth on a frame that allows you to spin it around on its axis

1. Use your atlas or the map that your teacher gives you to measure the distance along the coast from Durban to Maputo.
2. Use a **globe** to measure the distances between places. First, make sure that the globe you are using has a line scale marked on it somewhere. Then measure the distances between:
  - a) Los Angeles and New York
  - b) Sydney and Cape Town
  - c) Cairo and Cape Town.
3. If you paddled a canoe from Upington to Oranjemund on the West Coast, how far would you travel? What major natural hazard would you have to avoid along the way? Use your atlas to help you.

Taken from Social Sciences Today Grade 7 (page 14)

## **Activity D: Social Sciences Senior Phase (Grade 7) History**

This activity is taken from a Grade 7 History topic in Social Sciences. These examples are from Spot on Social Sciences Grade 7, Platinum Social Sciences Grade 7 and Social Sciences Today Grade 7.

### **Topics to be covered:**

- Grade 7 History
- Skills, values and attitudes

### **Instructions:**

- Participants should complete this activity in pairs.
- Study the extracts from Spot on Social Sciences Grade 7, Platinum Social Sciences Grade 7 and Social Sciences Today Grade 7.
- Answer the questions that follow.

### **Questions:**

1. Discuss the skills, values and attitudes that are developed from these activities.
2. Which History Social Sciences topic do these activities cover?

### ***Annual Teaching Plan Grade 7 History***

<b>Term</b>	<b>Grade 7</b>
1	The kingdom of Mali and the city of Timbuktu in the 14th century
2	The Transatlantic slave trade
3	Colonisation of the Cape in the 17 <sup>th</sup> and 18th centuries
4	Co-operation and conflict on the frontiers of the Cape Colony in the early 19 <sup>th</sup> century

‘Timbuktu, the crossroad where sub-Saharan Africa and the Mediterranean met each other, was not only magnificently rich; it was also a world class centre of learning.’

(Adapted from Gates, Henry Jnr, *Wonders of the African World*, Alfred A. Knopf, New York, 1999, page 112)

**Source A:** This is written in a history book about Africa.



**Source B:** This is a drawing of gold traders in Mali long ago.



**Source C:** These gold coins were used in Mali long ago. They were found by archaeologists.



**Source D:** A page from a handwritten book in Arabic in the 14th century, from the University of Timbuktu.

‘Long, long ago, when Mali was a powerful kingdom, there was a great king named Mansa Musa. He made Timbuktu into the City of Gold. Walk around Timbuktu today, and you can still see the enormous mosque that the king built.’

(Adapted from: Marissa Moss. *Tales from Timbuktu*. National Geographic Explorer March 2009, p.12)

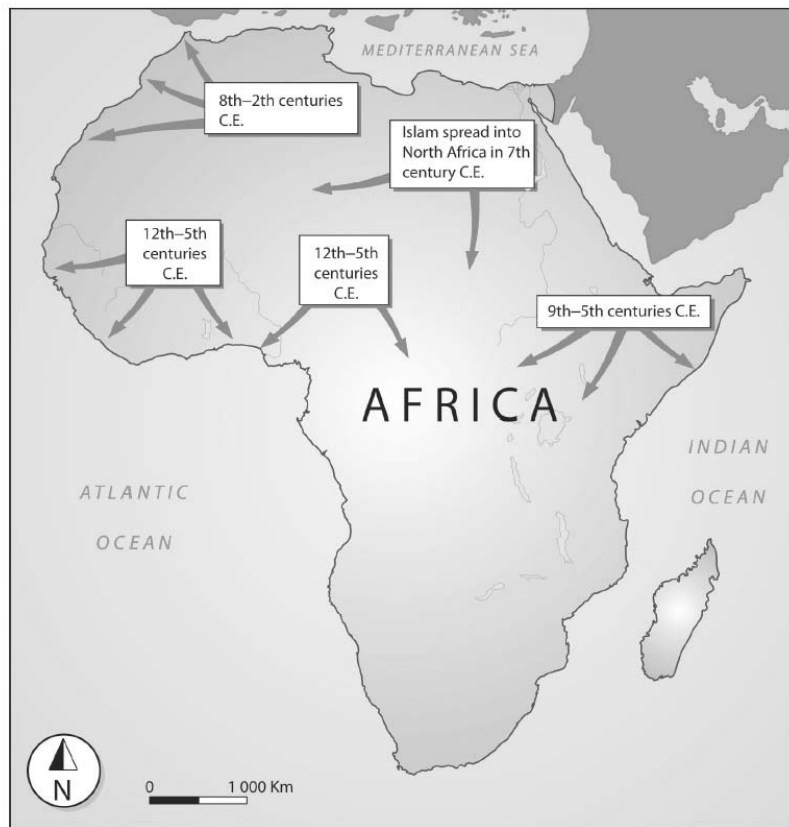
**Source E:** Griots talk about the past

### ACTIVITY 3 Find different kinds of information about the past

1. Name the four different sources of information that historians use to write history.
2. Look at sources A–D above and on page 109.
  - a. Draw a table in your exercise book that looks like the one below and complete it by ticking the correct boxes for each source.
  - b. In the last column, write down what information the source gives us about Mali long ago.

Source	Written	Visual	Material	Oral	What the source tells us
A					
B					
C					
D					
E					

Taken from Platinum Social Sciences Grade 7 (pages 109 and 110)



**Figure 5.6** Map showing the spread of Islam into North and West Africa

### Activity 3 Draw a map

- Redraw the map above into your exercise book and label the following places:
  - Sahara Desert
  - Arabian Peninsula
  - Sahel
  - Niger River
  - Maldives
  - Mediterranean Sea
  - Mecca
  - Red Sea.
- Find the places on your map where Islam took root and write down this list of places in your exercise book.
- Next to each place, write down the century in which Islam was established there.
- Draw a time line of the spread of Islam into North and West Africa. Mark your time line in centuries from 0 to 15.

Taken from Social Sciences Today Grade 7 (page 111)



### Extension

A similar project was started by the University of Oslo from 2000 to 2007. Their aim was to help Timbuktu preserve their rich heritage.

A 2006 survey of 150 young Britons showed that 34 per cent did not believe that Timbuktu existed.

On 6 April 2012, Tuareg rebels declared the independence of Timbuktu from Mali. Very few tourists have visited the World Heritage Site since some tourists were killed and others were kidnapped.

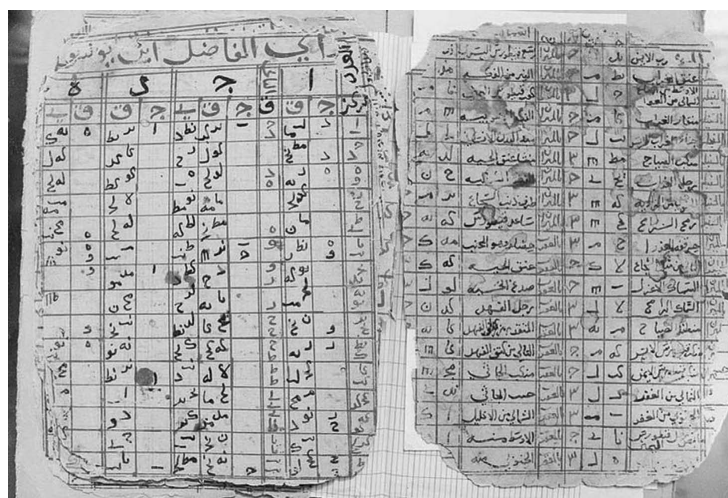
*Ancient manuscripts. Many families in Timbuktu keep these valuable documents in their possession.*

Thousands of the old manuscripts that were written over the centuries were buried in caves. Many of them are now in French museums.

In 2001, former president Thabo Mbeki visited Timbuktu with a group of government ministers and businessmen from South Africa. They saw that the very old Arabian writings were not well displayed or protected. The president came up with the idea of an “African Renaissance” to encourage renewed interest in Africa’s past. Mbeki wanted Africans to be proud of their roots and culture. He wanted to reclaim the “rightful contribution of Africans to world history and civilisation”.

In 2003, supported by the government of South Africa, the University of Cape Town started the Timbuktu Manuscripts Project.

In 2005, a plan was proposed to send South Africans to Timbuktu to help rebuild libraries, train librarians and share their knowledge to help preserve the old writings. South African architects and engineers helped to build a new library in Timbuktu which was completed in 2009. It holds about 300 000 old manuscripts.



Source: Olybrius

### Timbuktu as a World Heritage Site

In 1988, Timbuktu was declared a World Heritage Site. This means that the rich and fascinating past of its architecture and learning will be protected by certain laws for future generations all over the world. An effort will be made to restore the surviving manuscripts and to recognise the cultural contribution that Timbuktu made to the world.

### Activity 1.12 Manuscripts

60 minutes

1. What does it mean to Timbuktu to have been declared a World Heritage Site? (5)
2. Describe the downfall of Mali in a short paragraph. (5)
3. Take a large piece of paper and burn the edges to make it look old. Rub brown chalk or sand over the page. Write a few paragraphs on why and how South Africa has become involved in Timbuktu. The first letter of your work should be large and colourfully decorated. (10)

[20]

Taken from Spot on Social Sciences Grade 7 (Page 90 – 91)

## **Activity E: Social Sciences Senior Phase (Grade 8) Geography**

This activity is taken from a Grade 8 Geography topic in Social Sciences. These examples are from Spot on Social Sciences Grade 8, Platinum Social Sciences Grade 8 and Social Sciences Today Grade 8.

### **Topics to be covered:**

- Grade 8 Geography
- Planning and timing

### **Instructions:**

- Study the extracts from Spot on Social Sciences Grade 8, Platinum Social Sciences Grade 8 and Social Sciences Today Grade 8.
- Discuss and answer the questions that follow.

### **Questions:**

1. Discuss the amount of content to be covered in this section. How do these activities assist in covering a large amount of content effectively?

### ***Annual Teaching Plan Grade 8 Geography***

<b>Term</b>	<b>Grade 8</b>
1	Maps and globes (focus: Global and local)
2	Climate regions (focus: South Africa and world)
3	Settlement (Africa with a focus on South Africa)
4	Transport and trade (focus: South Africa and world)

## Tundra and high mountain (alpine) climate



Figure 8 Tundra and high mountain regions

### Tundra climate

Tundra climates occur next to the polar climate regions between 60° and 75° north and south. Average summer temperatures are between 2 °C and 12 °C. A tundra climate has at least one month with an average temperature above freezing. In summer there are higher temperatures and the snow melts, which provides the right conditions for the tundra plants to grow. No trees can grow in a tundra climate. Most precipitation occurs in summer as rain. Yearly precipitation is between 100 mm and 400 mm, much of which falls as snow.

### High mountain (alpine) climate

High mountain areas have climates that are similar to the tundra and polar climates. These are called alpine climates. Temperatures are low in these areas because of the influence of altitude.



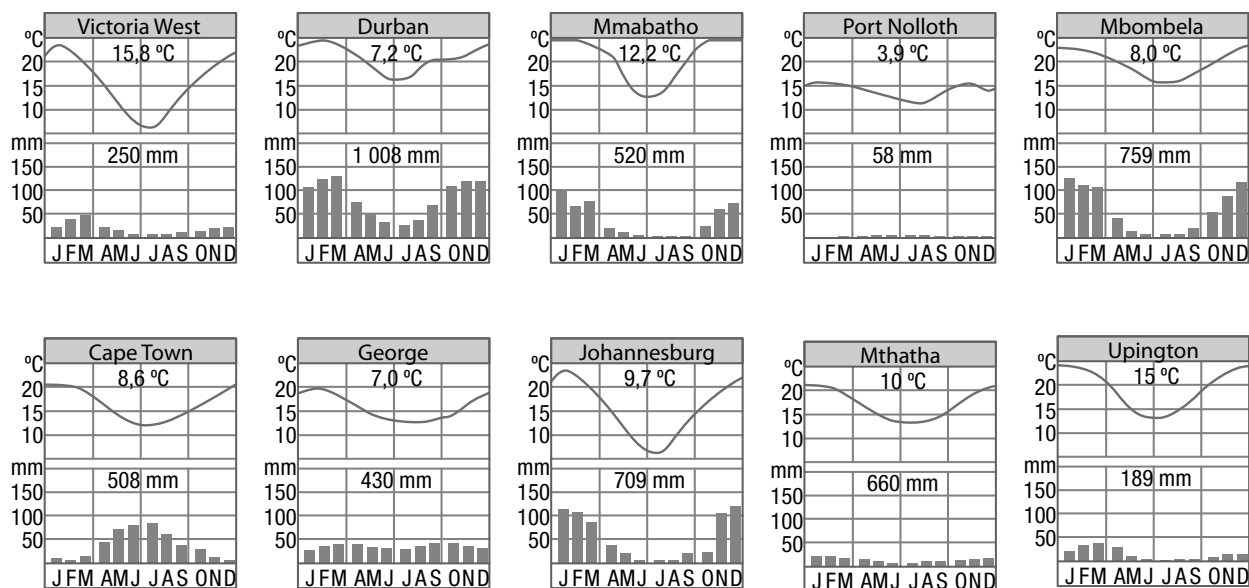
Figure 9 Mediterranean regions

### Mediterranean climate

This is the main kind of climate in the areas around the Mediterranean Sea. You can see from the map that there are other areas that have a Mediterranean climate. The Mediterranean climate is noted for its warm summers and cool wet winters. Average summer temperatures are above 20 °C. Average winters temperatures are between 10 °C and 15 °C. The yearly rainfall is between 400 and 600 mm.

### ACTIVITY 3 Order and describe climate regions

1. Order the nine kinds of climate in terms of latitude from the equator to the poles.
2. Look at Figure 9. Name the places in the southern hemisphere that have a Mediterranean climate.
3. Match the words 'humid', 'mild', 'extreme', with one of the following kinds of climate: desert, polar, temperate, tropical and subtropical.
4. Look at Figure 6 on page 47. Describe the climate conditions of a continental climate.
5. Give the average precipitation for the following kinds of climate: desert, tundra, tropical and temperate.



	Mthatha		Upington	
	Temp	Rf	Temp	Rf
January	22	87	28	24
February	22	89	27	35
March	21	83	25	37
April	18	58	21	26
May	15	18	16	10
June	12	11	13	4
July	12	18	13	2

	Mthatha		Upington	
	Temp	Rf	Temp	Rf
August	15	15	15	4
September	15	35	18	4
October	17	73	21	7
November	19	75	25	17
December	21	88	27	17
	Range 10	660	15	189

Figure 2.10: South Africa: Climate graphs

### Activity 2.3 South Africa: climate graphs

15 minutes

Study the graphs and answer the questions which follow.

1. In which month does Cape Town receive the most rainfall? (2)
2. What is Johannesburg's coldest month and how cold is it? (2)
3. Which of the towns shown receives the highest rainfall and how much does it receive? (4)
4. Which town has the lowest annual temperature range and what is that range? (4)
5. In what season does Mmabatho receive most of its rain? (2)
6. Which town receives the lowest annual rainfall? (3)
7. Which town receives its rainfall evenly spread throughout the year? (3)

[20]

Taken from Spot on Social Sciences Grade 8 (page 27)



# Temperature and rainfall characteristics

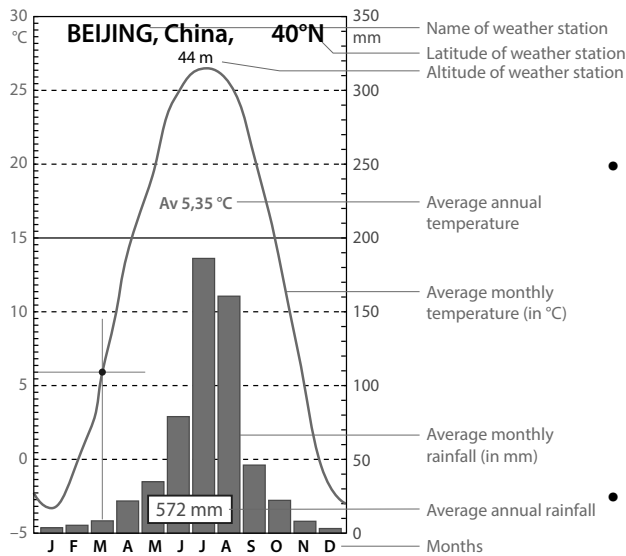


Figure 2.49 What a simple climate graph shows

How can the climates of regions be shown in a simple way?

Climate graphs use

- a line to show temperature. A colour graph would use a red line. The line passes through points marking the average temperature for each month. For example, Beijing's average temperature in March is 6°C. The graph shows a point where a line from 6°C (on the vertical axis) crosses a line drawn upward from the middle of the March bar. Laying a ruler vertically on the graph makes it easier to read temperatures accurately.
- bars to show precipitation (rain, snow and hail). A colour graph would use blue or green bars. The length of the bars shows the average precipitation for each month. See how the top of the blue bar above the letter S shows that Beijing's average precipitation in September is 45 mm.

## Geofact

The driest place is the Atacama Desert in South America where some places have not recorded any rain in the past hundred years.

## key word

**annual range**  
in average temperatures the difference between the highest and the lowest average monthly temperatures

## Activity 16 Read a climate graph

Use Figure 2.49 to answer the following questions.

1. Temperature
  - a) How does the graph show temperature?
  - b) Which is the coldest month in Beijing?
  - c) What is the average temperature in that month?
  - d) Which is usually the hottest month in Beijing?
  - e) What is the average temperature in that month?
  - f) What is the **annual range** in average temperatures?
2. Precipitation
  - a) In what form does the graph show precipitation?
  - b) Give three examples of precipitation.
  - c) Which three months have the most precipitation?
  - d) In which season are those months?
  - e) Suggest why precipitation in those months (in 2.c) is likely to be in the form of rain.
  - f) You are packing your clothes for a visit to Beijing in November. Would you take a thick coat or a plastic raincoat?
  - g) Which of these would you take for a visit in July: a T-shirt or a thick sweater?

## **Activity F: Social Sciences Senior Phase (Grade 8) History**

This activity is taken from a Grade 8 History topic in Social Sciences. These examples are from Spot on Social Sciences Grade 8, Platinum Social Sciences Grade 8 and Social Sciences Today Grade 8.

### **Topics to be covered:**

- Grade 8 History
- Assessment

### **Instructions:**

- Study the extracts from Spot on Social Sciences Grade 8, Platinum Social Sciences Grade 8 and Social Sciences Today Grade 8.
- Discuss and answer the questions that follow.

### **Questions:**

1. Discuss the importance of learners using the correct terminology when writing their assessments.
2. Which History Social Sciences topic(s) do these activities cover?

### ***Annual Teaching Plan Grade 8 History***

<b>Term</b>	<b>Grade 8</b>
1	The Industrial Revolution in Britain and Southern Africa from 1860
2	The Mineral Revolution in South Africa
3	The scramble for Africa: late 19 <sup>th</sup> century
4	World War I (1914 – 1918)

### Activity 3 Discuss the battle of Isandlwana

This picture appeared in a British magazine in 1879.

1. In pairs, discuss the following, and then write down your answers.
  - a) What kinds of weapons are the British and Zulu soldiers using?
  - b) How are they different from the weapons used in modern warfare?
  - c) How did the kinds of weapons used affect the way in which the battle was fought?
2. Answer each question in a sentence. Back up what you say by referring to four details in the picture.
  - a) What do you think the artist is suggesting about the British soldiers?
  - b) What do you think the people in England would have thought about the Zulus when they saw the picture?



**Figure 6.2** The Battle of Isandlwana. 'We ... killed a great many of them by throwing our assegais at short distance. We eventually overcame them in this way' (Zulu warrior, Uguku).

Taken from Social Sciences Today grade 8 (page 137)

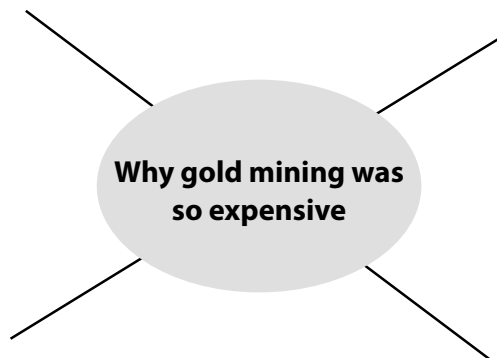
1. This is the main shaft. The miners go down the shaft in the early morning in the cage.
2. The cage that takes the miners up and down the main shaft.
3. A tunnel is made below each layer of gold.
4. Smaller tunnels are made from the bigger tunnels to the layer of gold.
5. Miners drill into the layer of gold.
6. The layers of gold are blasted with dynamite to loosen the rock. Other miners leave the mine while this is being done.
7. Ore falls down and is passed into trucks in the bottom tunnel.
8. Trucks take the ore to the skip.
9. Skips take the ore to the top.
10. Ore is taken on a conveyer belt to the process plant.
11. In the process plant the ore is crushed and smelted and the ore is removed.
12. After the gold is removed, the crushed rock is dumped on mine dumps.



**Source F:** A diagram of a gold mine

### **ACTIVITY 3** Select information about gold mining to create a summary

1. Look at Source F on page 148 and read how gold is mined. At which points do you think the mine workers faced the most danger? Explain your answer.
2. Redraw this mind map in your exercise book. Complete the mind map by filling in why it was so expensive to mine gold.



## Revision activity 2

60 minutes

1. Re-write the following sentences with the correct word: (5)
    - a) Winston Churchill came to South Africa as a soldier/ newspaper reporter/miner during the South African War.
    - b) South Africa/Britain/Germany was the world's greatest industrial power in the 1800s.
    - c) General Louis Botha became the first Prime Minister, but the country was under the British /people/ monarch/mine owners.
    - d) The ANC leaders went unsuccessfully to London/Cape Town/Johannesburg to complain about the discrimination against Blacks.
    - e) The skilled miners and machine-operators came from/Kimberley/England/Cape Town.
  2. Write one or two sentences explaining the meaning of the following words:
    - a) satyagraha
    - b) closed compounds
    - c) Randlords
    - d) Mineral Revolution
    - e) Chamber of Mines (2 x 5 = 10)
  3. Describe how the migratory labour system caused a circle of poverty in the rural areas. (10)
  4. You have been caught running away from the gold mines. Make a speech telling the magistrate why you hated working underground. (10)
  5. Black and White protests against the British government were not always successful. Argue this statement and critically assess why some of the protests failed. (15)
- [50]

Taken from Spot on Social Science Grade 8 (page 116)

## **Activity G: Social Sciences Senior Phase (Grade 9) Geography**

This activity is taken from a Grade 9 Geography topic in Social Sciences. These examples are from Spot on Social Sciences Grade 9, Platinum Social Sciences Grade 9 and Social Sciences Today Grade 9.

### **Topics to be covered:**

- Grade 9 Geography
- Adaptation for different learning environments

### **Instructions:**

- Study the extracts from Spot on Social Sciences Grade 9, Platinum Social Sciences Grade 9 and Social Sciences Today Grade 9.
- Discuss and answer the questions that follow.

### **Questions:**

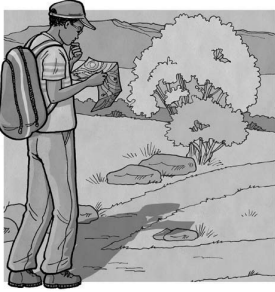
These are very practical activities that may need to be adapted to different classroom situations.

1. Discuss whether they are possible to do in your classroom situation and if not, how they could be adapted.
2. Which Geography Social Sciences topic do these activities cover?

### ***Annual Teaching Plan Grade 9 Geography***

<b>Term</b>	<b>Grade 9</b>
1	Maps skills (focus: Topographic and orthophoto maps)
2	Development issues (focus: South Africa and world)
3	Climate and Vegetation around the World Surface forces that shape the earth (Physical Geography)
4	Resource use and sustainability (focus: World)

# Unit 1 Contour lines



We all need to know how to use maps

## Concept of contour lines

Maps drawn on flat sheets of paper can show rises and falls in the **landscape** like the hills and mountains. **Landscape features** like these can be shown by contour lines. A **contour line** joins points the same height above sea level. Contour lines are an accurate way of showing **relief** on maps because they show the shape, size and steepness of all landscape features.

## How contour lines show landscape features

The photos and captions below show how to make a contour model.

### key words

**landscape** area of scenery, including natural scenery, roads and buildings

**landscape features** natural landscape features include hills, mountains, valleys, rivers, cliffs and lakes

**contour line (contour)** a line drawn on a map joining places of the same height above sea level

**relief** the shape of the Earth's surface; the unevenness of the land surface including heights and slopes

Make a model of an island out of modelling clay and place it into a flat-bottomed dish.



Make a depth-marker with evenly-spaced marks and place it next to the model. Pour water into the dish until the water level reaches the first mark.



Use a sharp skewer to trace a line at the level of the water surface. This is the first contour line.



Repeat until only the tip of the model sticks out above the water. Mark the tip with a pin.



### Geofact

Contour lines were first used to show hills on maps 240 years ago.

Lift the model from the water to mark the lines clearly with a pen.



From above, the model of the island looks like a contour map showing the hill, a valley and two spurs.

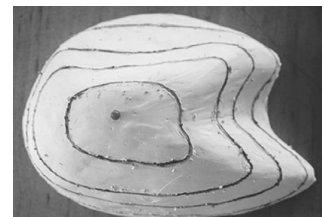


Figure 1.1 Contour lines showing landscape features

Taken from Social Sciences Today Grade 9 (page 2)

## Activity 1.10 Aerial photograph, orthophoto map and topographic map of Hermanus, Western Cape

30 minutes

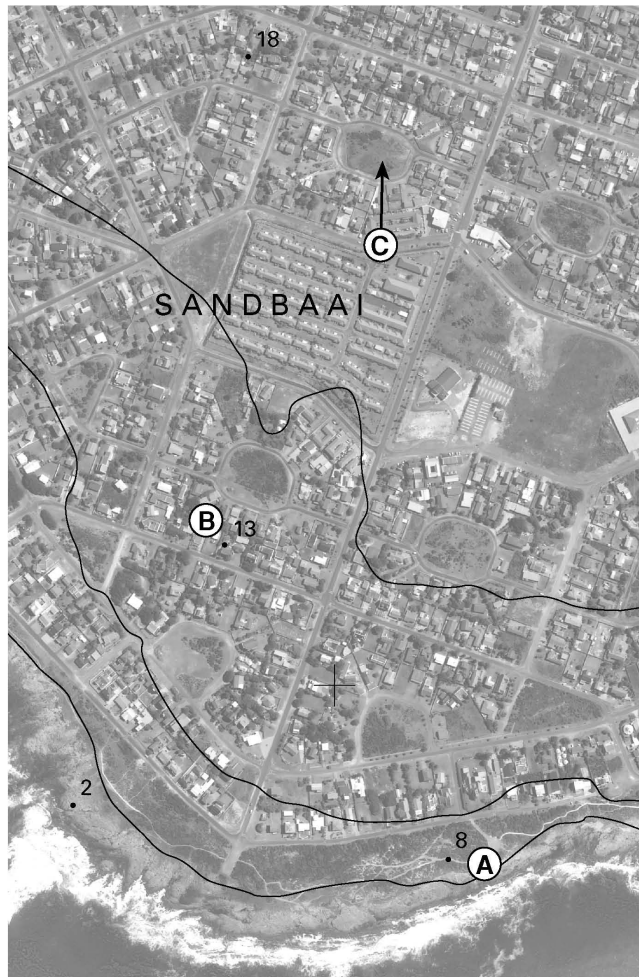


Figure 1.36: An orthophoto map of the Hermanus area  
Source: Department of Rural Development and Land Reform

Study the orthophoto map in Figures 1.36–1.38.

Questions 1 to 4 refer to the orthophoto map in Figure 1.36.

1. The scale of the orthophoto map is 1:10 000. What is the difference in altitude between spot heights A and B? (2)
2. What is the distance between spot heights A and B? (1)
3. The land use at B is: A industrial, B recreation, C residential, D commercial? (1)
4. The land use at C is: A industrial, B recreation, C residential, D commercial? (1)

Questions 5 to 8 refer to the aerial photograph and topographic map. The area covered by the aerial photograph is marked in red on the topographic map.

5. The topographic map is drawn at a scale larger than the aerial photograph. True or false? (1)
6. The feature marked 1 (E4) on the topographic map is: A a lighthouse, B a marine beacon, C a magnetic observatory? (1)
7. The land use at 2 (B5) is forestry. True or false? If it is false, give the correct answer. (2)
8. Locate the area outlined in red on the aerial photograph and marked Z.

- a) What is the name of this area? (1)
- b) State reasons why this area is a low-cost residential area. (2)

9. Study both the orthophoto map and the topographic map. The area occupied by the settlements of Sandbaai (D2) is very flat. True or false? State reasons for your answer. (2)

[14]



Figure 1.37: Aerial photo of Hermanus, Western Cape  
Source: Department of Rural Development and Land Reform

Taken from Spot on Social Sciences Grade 9 (page 18)



## Formal assessment task: Project

### Make a contour model to see how contours show relief

Total Marks: 50

Time: 1 hour

Work on your own or with one other learner.

#### You will need:

- Thick cardboard (e.g. from a carton), scissors, carbon paper and glue

You can make the model the size shown below.

It would be easier to enlarge the contour map in a photocopier by 160% to get a map about A4 in size.

#### Instructions:

1. Trace the frame of the contour map and the lowest contour (0 m or sea level) onto your first piece of cardboard.
2. Cut the straight edges of this base frame.
3. Trace the lowest contour (0 m) and the 100 m contour onto your second piece of cardboard.
4. Cut along the lower contour (0 m), then glue it down onto the base frame.
5. Repeat these steps (always drawing two contours on cardboard) until you have cut and glued the last contour piece in place.
6. Neatly write the names of these landforms on paper: STEEP SLOPE, GENTLE SLOPE, CLIFF, VALLEY (twice), SPUR (twice), HILL, RIDGE and SADDLE. Glue them where you think they belong on the model.



Figure 1.28 Contour model

Taken from Social Sciences Today Grade 9 (page 25)

## **Activity H: Social Sciences Senior Phase (Grade 9) History**

This activity is taken from a Grade 9 History topic in Social Sciences. These examples are from Spot on Social Sciences Grade 9, Platinum Social Sciences Grade 9 and Social Sciences Today Grade 9.

### **Topics to be covered:**

- Grade 9 History
- Formal Assessment Tasks

### **Instructions:**

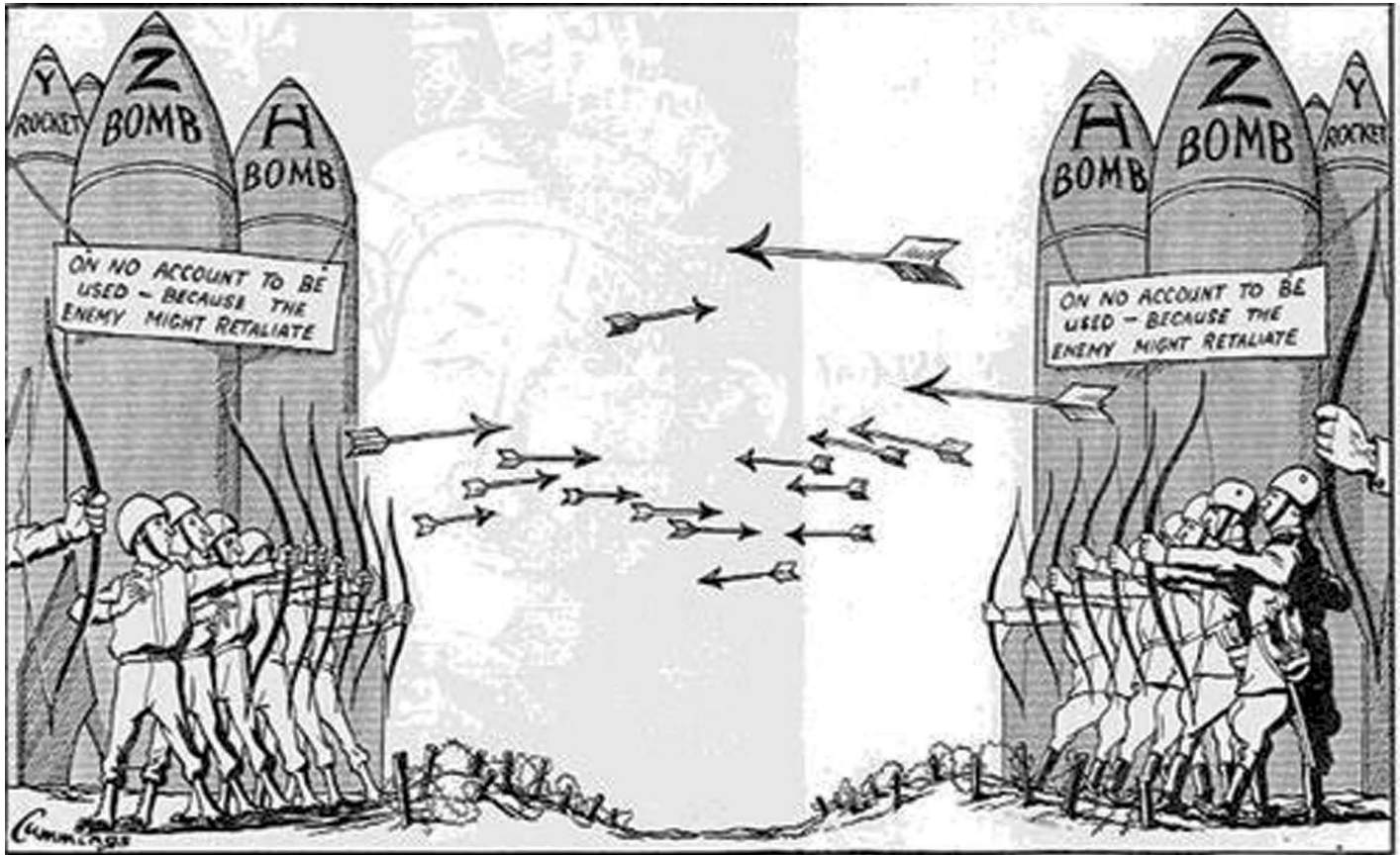
- Study the extracts taken from Spot on Social Sciences Grade 9, Platinum Social Sciences Grade 9 and Social Sciences Today Grade 9.
- Discuss and answer the questions that follow.

### **Questions:**

1. Spot on, Platinum and Today provide all of the formal assessments for the learners. They also provide many informal assessment tasks for the learners. Discuss how these tasks guide the learner's preparation for their exams.
2. Which History Social Sciences topic does this activity cover?

### ***Annual Teaching Plan Grade 9 History***

<b>Term</b>	<b>Grade 9</b>
1	World War II (1919 – 1945)
2	The Nuclear Age and the Cold War (1945 – 1990)
3	Turning points in South African history 1948 and 1950s
4	Turning points in South African history 1960, 1976 and 1994



**Source A:** Cartoon on the Cold War

### ACTIVITY 1

1. Look at the cartoon in Source A. Name the two countries that are facing each other.
2. What weapons does each side have that they are not using?
3. Explain why they are not using them.
4. Why was this period in world history referred to as a Cold War?

Taken from Platinum Social Sciences Grade 9 (page 152)

## Term assessment

### Getting started

1. Move the names below into the correct column:

Neil Armstrong, Breshnev, Capitalism, Winston Churchill, Communism, Cuba, Kazhakstan, JF Kennedy, Laika, MPLA, Mao Zedong, Manhattan Project, Marshall Plan, Karl Marx, NATO, North Korea, Robert Oppenheimer, South Korea, Taiwan, Warsaw Pact.

East	West

(20)

2. Where would you put Japan and South Africa? Why?

(5)

### Check your understanding

3. Draw a time line of the Cold War, 1945 – 1989. Write a paragraph introducing the time line. Highlight the five events that, in your opinion, were the most significant of that period and write a sentence explaining the importance of each.

(15)

### Challenge yourself

4. “The West won the Cold War.”

Do you agree with this statement or not?

Write a short essay motivating your answer.

(10)

**TOTAL [50]**

Taken from Social Sciences Today Grade 9 (page 154)



## Formal Assessment Task 2

### Section 1: The Nuclear Age and the Cold War

1. Complete these sentences by filling in the correct word/term.

- a) The term 'Cold War' describes the tensions and rivalry between the \_\_\_\_\_ and the \_\_\_\_\_ between 1945 and \_\_\_\_\_. (3)
- b) The USA was a democratic, \_\_\_\_\_ country, while the USSR was a \_\_\_\_\_ state controlled by one political party that followed the system of \_\_\_\_\_. (3)

#### Source A

Churchill gave a speech in the USA in 1946 in which he described the border between Soviet-controlled Eastern Europe and Western Europe as an 'iron curtain':

*A shadow has fallen upon the scenes so lately lighted by allied victory ... An iron curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe ... all are subject to high and increasing control from Moscow ... The Communist Parties ... are seeking everywhere to obtain totalitarian control. This is not the liberated Europe we sought to build.*

Source: [http://www.nato.int/docu/speech/1946/s460305a\\_e.htm](http://www.nato.int/docu/speech/1946/s460305a_e.htm)

- c) Refer to Source A. Why do you think Churchill called the divide between Eastern and Western Europe an 'iron curtain'? (3)
- d) Who and what does he refer to in the words "This is not the liberated Europe we sought to build"? (4)
- e) Define what communism is. (3)

#### Source B

This British cartoon depicts the 'iron curtain' that Churchill described. Churchill is drawn looking underneath the curtain.



Source: British cartoonist: Ali Ferzat

- f) Refer to Source B. Do you think the cartoonist is in favour of or against the USSR? Explain your answer. (4)

[20]

## How Platinum, Spot On and Today Social Sciences books can help your teaching

At the beginning of the workshop, you were required to rank the importance of the criteria that are considered important to most teachers when choosing a textbook.

The Platinum, Spot On and Today Social Sciences books cover all of these criteria.

### **Sequencing of content according to the CAPS**

The books follow the exact sequence of the CAPS. Teachers are able to follow the sequence of the textbook and be confident that they have covered everything required by CAPS and in the correct order.

### **Relevant and up to date content**

The authors have ensured that the latest CAPS requirements are covered as well as the latest content required by the subject. Assessment tasks are all relevant to the ages of the learners.

### **Specific tasks required for Programme of Assessment e.g. tests, projects etc.**

The books include all the required tasks for the Programme of Assessment and the Teacher's Guide includes all of the guidelines and answers. These can also be used for revision, extension and expanded opportunities.

### **Annual teaching plan according to the CAPS with term-by-term overview**

The books follow the exact sequence of the CAPS. They also provide a term planning tool which assists in annual and quarterly planning.

### **Teacher's Guide which provides guidance and answers for Programme of Assessment**

The books have a Teacher's Guide that provides guidelines on how to use the assessments and how to mark them. Rubrics, memoranda and checklists are also provided where appropriate.

## **Variety of revision activities**

The books provide many different activities, which test knowledge and understanding on a variety of levels. Teachers are able to see the learners' understanding of the content matter straight away. These activities are very practical and assess the content in the CAPS.

## **Diagrams and pictures to explain content**

The books have many supporting diagrams and pictures to support the content. They are colourful with eye-catching photographs.

## **Remedial activities to support those learners that may need extra support**

The books have many activities in the chapters as well as revision sections at the end of every topic. The Platinum Social Sciences also has remedial worksheets, which accompany the Teacher's Guide.

## **Extension activities to support those learners that need expanded opportunities**

The books have many activities in the chapters as well as revision sections at the end of every topic. The Platinum Social Sciences also has extension worksheets, which accompany the Teacher's Guide.

<b>Spot On components</b>	<b>Platinum components</b>	<b>Today components</b>
<ul style="list-style-type: none"><li>• Learner's Book</li><li>• Teacher's Guide with 16 free full-colour posters</li></ul>	<ul style="list-style-type: none"><li>• Learner's Book</li><li>• Teacher's Guide with free book of photocopiable worksheets for remediation and extension</li></ul>	<ul style="list-style-type: none"><li>• Learner's Book</li><li>• Teacher's Guide with free book of photocopiable worksheets</li></ul>